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ABSTRACT

A study identified and verified the professional education competencies needed and presently held by beginning teachers of vocational agriculture in Tennessee. To obtain these data researchers designed a survey instrument that listed 99 competencies under the following areas: program planning, development, and evaluation; planning of instruction; execution of instruction; evaluation of instruction; advising student vocational organization; and supervising student occupational experience. The 30 beginning teachers who completed the survey rated the level that each competency was held by and needed by beginning teachers. After determining measures of central tendency for both the competency levels needed by and held by beginning teachers, researchers calculated the difference between the two means and, thereby, determined the need for inservice competency-based activities. Ninety-six of the 99 competencies needed by beginning teachers received mean ratings of 3.00 or higher, and 93 of the 99 competencies presently held by the beginning teachers received mean ratings of less than 3.00. Recommendations included calls for incorporating the 96 competencies rated 3.00 or higher into the agricultural education curriculum at Tennessee Technological University and for using the results of the study to design and develop inservice teacher training programs. (The study questionnaire is included.) (MN)

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PROFESSIONAL COMPETENCIES NEEDED AND PRESENTLY HELD BY BEGINNING TEACHERS OF VOCATIONAL AGRICULTURE IN TENNESSEE

by

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ACKNOWLEDGEMENTS

The author wishes to express his appreciation to the Committee for Faculty Research at Tennessee Technological University for funding this study.

The author gratefully acknowledges the technical assistance of Mr. Kenneth K. Mitchell and other members of the State Joint Staff for Agricultural Education in developing the instrument and procedure for the study.

The author also wishes to express special appreciation to the 30 first and second year teachers of vocational agriculture in Tennessee for their time and effort in responding to the survey instrument used in the study.

INTRODUCTION

Vocational agriculture programs in the public schools of Tennessee have changed considerably over the past 18 years. These changes resulted in large measure from the Federal Vocational Education Act of 1963 and the Amendments of 1968 and 1976. The passage of these Acts provided many new opportunities in vocational agriculture for which many teachers had not been adequately prepared. Since 1963 traditional vocational agriculture programs have been expanded to include such areas as agricultural supplies and services, agricultural products, ornamental horticulture, forestry, and natural resources. With this expansion of subject matter areas both the demand for vocational agriculture teachers and the competencies they need have increased considerably. Teacher education institutions in Tennessee and in other states have attempted to meet this increased demand and competency levels needed; however, the traditional teacher education programs were developed for the preparation of teachers of agricultural production and mechanics.

A modern program of vocational agriculture necessitates constant attention to professional improvement. It is impossible for students to become adequately proficient in performing all the diverse competencies needed by teachers of agriculture in their pre-service preparation. Successful teachers of agriculture must constantly expand and improve their competencies through professional in-service activities.

PURPOSE OF THE STUDY

The purpose of this study was to identify and verify the professional education competencies needed and presently held by beginning teachers of vocational agriculture in Tennessee. This study provided information that facilitated the redirection of the professional pre-service and in-service programs in Agricultural Education at Tennessee Technological University into a competency-based format.

RESEARCH PROCEDURE

The internal review process within the Agricultural Education Program at Tennessee Technological University indicated the need for movement toward a competency-based program for preparing teachers of vocational agriculture. The review of literature also revealed the potential for improving both pre-service and in-service teacher education programs by the use of a competency-based format. Several institutions have identified the professional competencies for vocational educators in general and a few institutions have identified those competencies needed by beginning teachers of agriculture in their respective states. The basis for this study was to identify the professional competencies needed and presently held by beginning teachers of agriculture in Tennessee.

The population for this study consisted of all beginning teachers of vocational agriculture in Tennessee in 1981-82. In order to obtain the research data, a survey instrument was developed and refined by the Tennessee Joint Staff for Agricultural Education. The survey instruction, a cover letter from Mr. Kenneth K. Mitchell, Head State Specialist for Agricultural Education, explaining the purpose of the study and a self-addressed stamped envelope were mailed to the 52 beginning teachers on February 15, 1982. Thirty teachers (57.7 percent) completed and returned the survey instrument. (A copy of the survey instrument and letter are in the appendix).

Ninety-nine (99) competencies were listed on the survey instrument under six (6) areas. The areas were: (1) program planning, development, and evaluation, (2) planning of instruction, (3) execution of instruction, (4) evaluation of instruction, (5) student vocational organization, and (6) supervised occupational experience. With each competency there was a five-point Likert scale on the present level held by the beginning teachers, and a five-point Likert scale on the level needed by beginning teachers. A rating of five (5) was considered high level and need for the competency; likewise, a rating of one (1) was considered zero level and need for the competency. Respondents were asked to check the appropriate response for each item on both rating scales.

To analyze data pertaining to the purpose, measures of central tendency (means) were determined for both the competency level needed by the beginning teachers and the level presently held

by the teachers. The difference between means was calculated to determine the need for in-service competency-based activities.

OPERATIONAL DEFINITIONS

Beginning teacher - a teacher of vocational agriculture with less than two years of teaching experience.

Competence - the degree or level of competency possessed by an individual.

Competency - behavioral characteristics of knowledge, skills, attitudes, and judgement generally required for the successful performance of a task.

Competency - based on teacher education - a system of teacher education which has as its specific purpose the development of specifically described knowledge, skills, and behaviors that will enable a teacher to meet performance criteria for classroom teaching.

In-service education - those organized learning experience for teachers which promote their professional competencies in agricultural education.

Professional competency - a knowledge, skill, or attitude a teacher must possess to adequately executive his/her job as a teacher. In this study the areas of professional competencies studied were: (1) program planning, development, and evaluation, (2) planning of instruction, (3) execution of instruction, (4) evaluation of instruction, (5) student vocational organization, and (6) supervised occupational experiences.

Pre-service education - those organized learning experiences for prospective instructors which prepare them for future employment as teachers of vocational agriculture.

PRESENTATION AND ANALYSIS OF DATA

This section presents the data that identifies the professional education competencies needed and presently held by beginning teachers of vocational agriculture. The competency statements were responded to on a five-point scale with a rating of five (5) considered high level and need for the competency; likewise, a rating of one (1) was considered zero level and need for the competency. Mean responses and differences between mean responses were determined for each competency statement on the survey instrument. The results are persented in Tables 1 through 6.

The means for professional competencies needed and presently held by the beginning teachers of agriculture are reported in Table 1 for the area of program planning, development, and evaluation. The means for the 12 competencies needed by the teachers ranged from 3.13 to 4.20 and the means for competencies presently held ranged from 3.13 to 4.03. The differences between means for the 12 competencies varied from -0.06 to 0.67, with the greatest differences for "utilizing advisory committees" (item 4), "organizing advisory committees" (item 3), and "developing annual programs of activities in vocational agriculture" (item 6).

The data illustrated in Table 2 shows the mean scores and differences for the professional competencies in the area of planning of instruction as rated by the beginning teachers. The means for the 13 competencies needed by the teachers ranged from

Table 1. Mean Scores of Professional Competencies in Program Planning, Development, and Evaluation Needed and Presently Held by Beginning Teachers of Vocational Agriculture in Tennessee, 1982

Competencies	Mean Scores[a]		
	Needed by Teachers N=30	Presently Held by Teachers N=30	Difference
1. Conducting community surveys.	3.13	3.13	0.00
2. Collecting occupational data from employers.	3.43	3.16	0.27
3. Organizing advisory committees.	3.60	3.10	0.50
4. Utilizing advisory committees.	3.77	3.10	0.67
5. Identifiying purposes and goals for vocational agriculture.	4.07	3.83	0.24
6. Developing annual programs of activities in vocational agriculture.	4.00	3.50	0.50
7. Writing performance objectives for courses.	3.97	4.03	-0.06
8. Identifying knowledge, skills, and attitudes to be included in courses.	4.20	3.73	0.47
9. Analyzing long-range needs for vocational agriculture programs.	3.86	3.43	0.43

Table 1. Continued.

Competencies	Mean Scores[a] Needed by Teachers N=30	Presently Held by Teachers N=30	Difference
10. Preparing long-range plans for Vocational Agriculture.	3.76	3.40	0.36
11. Analyzing follow-up information on graduates.	3.46	3.10	0.36
12. Assisting in the evaluation of vocational agriculture programs.	3.46	3.26	0.20

[a]Ratings based on a five-point scale.

Table 2. Mean Scores of Professional Competencies in Planning of Instruction Needed and Presently Held by Beginning Teacher of Vocational Agriculture in Tennessee, 1982

Competencies	Mean Scores[a]		
	Needed by Teachers N=30	Presently Held by Teachers N=30	Difference
1. Determining students needs and interests.	4.16	4.03	0.13
2. Writing content outlines for units.	4.06	3.70	0.36
3. Writing teaching objectives.	3.93	3.63	0.30
4. Determining group and individual learning experiences.	3.83	3.83	0.00
5. Preparing daily lesson plans.	3.66	3.50	0.16
6. Selecting methods for evaluating student performances.	4.06	3.80	0.26
7. Selecting teaching techniques for a lesson.	4.10	3.76	0.34
8. Planning student learning experiences for a lesson.	4.03	3.70	0.33
9. Obtaining textbooks, references, and other instructional materials.	4.06	3.66	0.40

Table 2. Continued.

Competencies	Mean Scores[a] Needed by Teachers N=30	Presently Held by Teachers N=30	Difference
10. Selecting tools and equipment for a lesson.	4.00	4.00	0.00
11. Assembling consumable supplies for instructional purposes.	3.90	3.76	0.14
12. Developing assignment sheets, transparencies, and charts.	4.03	3.73	0.30
13. Preparing instructional materials with a duplicator and a photo-copier.	3.83	4.10	-0.27

[a]Ratings based on a five-point scale.

3.66 to 4.16 and the means for the 13 competency levels presently held ranged from 3.50 to 4.10. The differences between means for the 13 competencies varied from -0.27 to 0.40.

Table 3 presents the data rating the 28 professional competencies pertaining to execution of instruction. The means for the competencies needed by the beginning teachers ranged from 2.33 to 4.46. The means for the competencies presently held by the teachers varied from 2.00 to 4.33. The differences between means for the competencies needed and presently held by the teachers ranged from -0.37 to 0.60. The competencies with the greatest differences were "providing remedial work for slow learners" (item 9), "conducting field trips" (item 1), and "presenting information with a video recorder or closed circuit television" (item 24).

The fourteen competencies relating to evaluation of instruction needed by the teachers, shown in Table 4, received mean ratings ranging from 3.43 to 4.23. The mean ratings for competencies presently held by the teachers ranged from 2.80 to 4.13. The differences between means for the 14 competencies varied from -0.17 to 0.76 with the greatest differences for "formulating procedures for involving students in the evaluation process" (item 13) and "devising laboratory performance tests and rating sheets" (item 7)

Table 5 shows the mean scores for the 20 professional competencies related to student vocational organization. The means for the competencies needed by the teachers ranged from 3.66 to 4.63 and the means for the competency levels presently held ranged form 2.83 to 3.97. The differences between means for the 20 competencies varied

Table 3. Mean Scores of Professional Competencies in Execution of Instruction Needed and Presently Held by Beginning Teachers of Vocational Agriculture in Tennessee, 1982

Competencies	Mean Scores[a]		
	Needed by Teachers N=30	Presently Held by Teachers N=30	Difference
1. Conducting field trips.	3.83	3.30	0.53
2. Directing simulation techniques	3.83	3.50	0.33
3. Conducting group supervised study.	3.96	4.33	-0.37
4. Directing student laboratory experiences.	4.16	3.93	0.23
5. Directing problem-solving techniques.	4.03	3.90	0.13
6. Leading group discussions.	4.13	3.93	0.20
7. Employing oral questioning techniques.	4.00	3.76	0.24
8. Reinforcing the learning process.	4.26	3.93	0.33
9. Providing remedial work for slow learners.	3.76	3.16	0.60
10. Upholding school standards of expected student behavior.	4.20	4.23	-0.03

Table 3. Continued

Competencies	Mean Scores[a] Needed by Teachers N=30	Presently Held by Teachers N=30	Difference
11. Formulating acceptable standards of student behavior for classrooms and laboratories.	4.26	4.06	0.20
12. Carrying out approved disciplinary action when warranted.	4.40	4.26	0.14
13. Encouraging students to exercise self-discipline.	4.46	4.23	0.23
14. Demonstrating manipulative skills.	4.23	3.76	0.47
15. Managing the agricultural mechanics laboratory.	3.93	3.70	0.23
16. Utilizing individualized instructional techniques.	3.70	3.40	0.30
17. Making student assignments.	4.00	3.70	0.30
18. Utilizing resource persons.	3.70	3.30	0.40
19. Presenting information with bulletin boards.	3.53	3.36	0.17
20. Presenting information with overhead projectors.	3.86	3.90	-0.04
21. Presenting information with filmstrips or slides.	3.86	3.90	-0.04
22. Presenting information with sound motion pictures.	3.83	3.96	-0.13

Table 3. Continued

Competencies	Mean Scores[a] Needed by Teachers N=30	Presently Held by Teachers N=30	Difference
23. Presenting information with audio recorders.	3.50	3.43	0.07
24. Presenting information with a video recorder or closed circuit television	2.96	2.46	0.50
25. Presenting information with educational television	2.86	2.66	0.20
26. Presenting information by computer-assisted instruction.	2.33	2.00	0.33
27. Presenting information with flip charts.	3.23	3.06	0.17
28. Presenting information with chalkboards.	4.23	4.30	-0.07

[a]Ratings based on a five-point scale.

Table 4. Mean Scores of Professional Competencies in Evaluation of Instruction Needed and Presently Held by Beginning Teachers of Vocational Agriculture in Tennessee, 1982

Competencies	Mean Scores[a]		
	Needed by Teachers N=30	Presently Held by Teachers N=30	Difference
1. Establishing criteria for student performance.	4.23	3.90	0.33
2. Formulating a system of grading which is consistent with school policies.	4.10	4.03	0.07
3. Appraising students performance in relation to performance objectives	3.73	3.86	-0.13
4. Devising self-evaluation techniques.	3.60	3.40	0.20
5. Formulating objective test items.	4.00	3.93	0.07
6. Formulating essay test items.	3.63	3.43	0.20
7. Devising laboratory performance tests and rating sheets.	4.00	3.46	0.54
8. Formulating items for an oral test	3.43	3.46	-0.03
9. Administering teacher-made tests.	3.96	4.13	-0.17

Table 4. Continued.

Competencies	Mean Scores[a] Needed by Teachers N=30	Presently Held by Teachers N=30	Difference
10. Analyzing tests for reliability.	3.80	3.63	0.17
11. Analyzing tests for validity.	3.80	3.56	0.24
12. Reviewing student progress to assess effectiveness of instruction.	3.93	3.53	0.40
13. Formulating procedures for involving students in the evaluation process.	3.56	2.80	0.76
14. Seeking opportunities for self-evaluation of instruction.	3.60	3.46	0.14

[a]Ratings based on a five-point scale.

Table 5. Mean Scores of Professional Competencies in Student Vocational Organization Needed and Presently Held by Beginning Teachers of Vocational Agriculture in Tennessee, 1982

Competencies	Mean Scores[a]		
	Needed by Teachers N=30	Presently Held by Teachers N=30	Difference
1. Acquainting prospective members and their parents with the FFA.	4.13	3.97	0.16
2. Orienting students to the FFA.	4.27	3.97	0.30
3. Motivating students to join and participate in the FFA.	4.47	3.83	0.64
4. Assisting in the election and installation of FFA officers.	4.57	3.77	0.80
5. Conducting leadership training sessions for FFA officers.	4.07	3.57	0.50
6. Assisting students in developing a yearly FFA program of activities.	4.33	3.50	0.83
7. Assisting students to advance within the available FFA degrees.	4.10	3.33	0.77
8. Assisting students to apply for the various FFA proficiency awards	4.17	3.17	1.00
9. Supervising FFA social and educational activities.	4.63	3.87	0.76

Table 5. Continued.

Competencies	Mean Scores[a] Needed by Teachers N=30	Presently Held by Teachers N=30	Difference
10. Publicizing FFA activities.	4.13	3.53	0.60
11. Assisting students with the financial management of the FFA.	3.97	3.63	0.34
12. Planning and organizing FFA fund raising activities.	4.03	3.80	0.23
13. Supervising the development of an FFA chapter scrapbook.	3.67	2.83	0.84
14. Keeping a history of the FFA chapter.	3.66	3.00	0.66
15. Evaluating the FFA.	3.80	3.36	0.44
16. Preparing state and national FFA reports.	3.80	3.20	0.60
17. Advising student entries in FFA contests.	4.20	3.70	0.50
18. Assisting with the development of rules and procedures for FFA contests.	3.90	3.30	0.60

Table 5. Continued

Competencies	Mean Scores[a] Needed by Teachers N=30	Presently Held by Teachers N=30	Difference
19. Serving as an advisor or judge for FFA contests.	3.73	3.76	-0.03
20. Participating in district, regional, state, and national FFA activities.	4.06	3.46	0.60

[a]Ratings based on a five-point scale.

from -0.03 to 1.00. The competencies with the greatest differences were "assisting students to apply for the various FFA proficiency awards" (item 8), "assisting students in developing a yearly FFA program of activities" (item 6), "supervising the development of an FFA chapter scrapbook" (item 13), "assisting in the election and installation of FFA officers" (item 4), "assisting students to advance within the available FFA degrees" (item7), "supervising FFA educational and social activities" (item 9), "keeping a history of the FFA Chapter" (item 14), and "motivating students to join and participate in the FFA" (item 3).

The 12 competencies relating to supervised occupational experiences are displayed in Table 6. The mean ratings for the competencies needed by the beginning teachers ranged from 3.80 to 4.63. The mean ratings for the competencies presently held by the teachers varied from 2.80 to 3.53. The differences between means for the competencies needed and presently held by the teachers ranged from 0.57 to 1.20, with the greatest differences for "guiding students to realize the importance of conducting occupational experience programs" (item5), "developing and utilizing training agreements with employers" (item 8), "identifying and selecting appropriate training stations for students" (item 4), "intergrating activities of training stations with classroom learning experience" (item 7), "utilizing evaluative data to improve student occupational experience programs" (item 12), "assisting students with developing

Table 6. Mean Scores of Professional Competencies in Supervised Occupational Experiences Needed and Presently Held by Beginning Teachers of Vocational Agriculture in Tennessee, 1982

Competencies	Mean Scores[a]		
	Needed by Teachers N=30	Presently Held by Teachers N=30	Difference
1. Assisting students with developing and planning appropriate enterprises.	4.06	3.33	0.73
2. Assisting students with developing an appropriate record keeping system for enterprises.	3.96	3.27	0.69
3. Making supervisory visits to students concerning their enterprises.	4.20	3.53	0.67
4. Identifying and selecting appropriate training stations for students.	3.97	3.13	0.84
5. Guiding students to realize the importance of conducting occupational experience programs.	4.63	3.43	1.20
6. Preparing students for training stations.	4.07	3.43	0.64

Table 6. Continued.

Competencies	Mean Scores[a] Needed by Teachers N=30	Mean Scores[a] Presently Held by Teachers N=30	Difference
7. Intergrating activities of training stations with classroom learning experiences.	3.97	3.20	0.77
8. Developing and utilizing training agreements with employers.	3.80	2.80	1.00
9. Placing students in appropriate training stations.	3.87	3.30	0.57
10. Assisting students in keeping and analyzing records.	4.03	3.30	0.73
11. Developing an appropriate student evaluation system for occupational experience programs.	3.87	3.23	0.64
12. Utilizing evaluative data to improve student occupational experience programs.	3.80	3.03	0.77

[a]Ratings based on a five-point scale.

and planning appropriate enterprises" (item 1), and "assisting students in keeping and analyzing records " (item 10).

FINDINGS AND RECOMMENDATIONS

The major findings of this study were:

1. Ninety-six of the 99 competencies needed by the beginning teachers received mean ratings of 3.00 or higher. Only three competencies received mean ratings of less than 3.00.

2. Ninety-three of the 99 competencies presently held by the beginning teachers received mean rating of 3.00 higher. Six competencies received mean rating of less than 3.00.

3. Differences between mean scores for the 99 competencies needed and presently held by the beginning teachers ranged from -0.37 to 1.20. The differences for 58 of the competencies were 0.25 or higher.

4. Differences between means for all 12 competencies related to supervised occupational experiences were 0.25 or higher.

5. Differences between means for 17 of the 20 competencies related to the student vocational organization were 0.25 or higher.

6. Differences between means for 8 of the 12 competencies related to program planning, development, and evaluation were 0.25 or higher.

7. Differences between means for 7 of the 13 competencies related to planning of instruction were 0.25 or higher.

8. Differences between mean scores for 10 of the 28 competencies on execution of instruction were 0.25 or higher.

9. Differences between mean scores for 4 of the 14 competencies on evaluation of instruction were 0.25 or higher.

The following recommendations are made as a result of this study and the opinion of the researcher:

1. The 96 competencies rated 3.00 or higher in this study should be incorporated into the agricultural education curriculum at Tennessee Technological University.

2. Findings of this study should be used by the State Joint Staff for Agricultural Education in Tennessee to design and develop in-service teacher training programs.

3. Teacher educators should periodically evaluate the professional competency needs of the beginning teachers of vocational agriculture so that the pre-service and in-service teacher education programs can be updated as needed.

APPENDIX

STATE OF TENNESSEE
DEPARTMENT OF EDUCATION
Division of Vocational-Technical Education
305 CORDELL HULL BUILDING
NASHVILLE 37219

MEMORANDUM

TO: Selected Teachers of Vocational Agriculture

FROM: Kenneth K. Mitchell
Head State Specialist
Agriculture Education & FFA

DATE: February 15, 1982

RE: A STUDY OF THE PROFESSIONAL COMPETENCIES OF BEGINNING TEACHERS OF VOCATIONAL AGRICULTURE IN TENNESSEE

Dr. Edwin Lamberth, Assistant Professor of Agricultural Education at Tennessee Technological University, is making a study of the professional competencies needed by beginning teachers of agriculture in Tennessee. He is surveying first and second year teachers.

The findings from Dr. Lamberth's study will be helpful in evaluating and planning teacher education programs. Also, they will be beneficial in developing in-service training activities for new teachers.

Would you please complete the enclosed questionnaire and return to Dr. Lamberth by March 1, 1982? Your responses will be treated in a confidential manner. At no time will you or your department be identified in the research report. A self-addressed, stamped envelope is enclosed for returning the questionnaire.

Your prompt attention to this matter will be greatly appreciated.

/msh

Enclosures

PROFESSIONAL COMPETENCIES NEEDED BY
BEGINNING TEACHERS OF VOCATIONAL AGRICULTURE

Teachers of vocational agriculture must demonstrate competence in two major areas, technical and professional. Technical competencies would include such items as dehorning an animal and taking a soil sample. Professional competencies would include items such as planning daily lessons and ordering supplies. Most competencies are developed in the preservice and in-service training of teachers. This study deals only with the professional competencies needed by beginning teachers.

In the left hand column, indicate by circling the proper number your present degree of competence. In the right hand column, indicate by circling the proper number the degree of competence you feel necessary for beginning teachers of vocational agriculture. Be sure to respond to each item using the scales provided.

Your Present Competency Level					COMPETENCIES	Competency Level Needed By Beginning Teachers				
None	Low	Ave.	Good	High	I. Program Planning, Development, and Evaluation	None	Low	Ave.	Good	High
1	2	3	4	5	1. Conducting community surveys.	1	2	3	4	5
1	2	3	4	5	2. Collecting occupational data from employers.	1	2	3	4	5
1	2	3	4	5	3. Organizing advisory committees.	1	2	3	4	5
1	2	3	4	5	4. Utilizing advisory committees.	1	2	3	4	5
1	2	3	4	5	5. Identifying purposes and goals for vocational agriculture.	1	2	3	4	5
1	2	3	4	5	6. Developing annual programs of activities in vocational agriculture.	1	2	3	4	5
1	2	3	4	5	7. Writing performance objectives for courses.	1	2	3	4	5
1	2	3	4	5	8. Identifying knowledge, skills, and attitudes to be included in courses.	1	2	3	4	5

Your Present Competency Level					COMPETENCIES	Competency Level Needed by Beginning Teachers				
None	Low	Ave.	Good	High		None	Low	Ave.	Good	High
1	2	3	4	5	9. Analyzing long-range needs for vocational agriculture programs.	1	2	3	4	5
1	2	3	4	5	10. Preparing long-range plans for vocational agriculture.	1	2	3	4	5
1	2	3	4	5	11. Analyzing follow-up information on graduates.	1	2	3	4	5
1	2	3	4	5	12. Assisting in the evaluation of vocational agriculture programs.	1	2	3	4	5
					II. Planning of Instruction					
1	2	3	4	5	1. Determining students needs and interests.	1	2	3	4	5
1	2	3	4	5	2. Writing content outlines for units.	1	2	3	4	5
1	2	3	4	5	3. Writing teaching objectives.	1	2	3	4	5
1	2	3	4	5	4. Determining group and individual learning experiences.	1	2	3	4	5
1	2	3	4	5	5. Preparing daily lesson plans.	1	2	3	4	5
1	2	3	4	5	6. Selecting methods for evaluating student performances.	1	2	3	4	5
1	2	3	4	5	7. Selecting teaching techniques for a lesson.	1	2	3	4	5
1	2	3	4	5	8. Planning student learning experiences for a lesson.	1	2	3	4	5

Your Present Competency Level					COMPETENCIES	Competency Level Needed By Beginning Teachers				
None	Low	Ave.	Good	High		None	Low	Ave.	Good	High
1	2	3	4	5	9. Obtaining textbooks, references, and other instructional materials.	1	2	3	4	5
1	2	3	4	5	10. Selecting tools and equipment for a lesson.	1	2	3	4	5
1	2	3	4	5	11. Assembling consumable supplies for instructional purposes.	1	2	3	4	5
1	2	3	4	5	12. Developing assignment sheets, transparencies, and charts.	1	2	3	4	5
1	2	3	4	5	13. Preparing instructional materials with a duplicator and a photocopier.	1	2	3	4	5
					III. Execution of Instruction					
1	2	3	4	5	1. Conducting field trips.	1	2	3	4	5
1	2	3	4	5	2. Directing simulation techniques.	1	2	3	4	5
1	2	3	4	5	3. Conducting group supervised study.	1	2	3	4	5
1	2	3	4	5	4. Directing student laboratory experiences.	1	2	3	4	5
1	2	3	4	5	5. Directing problem-solving techniques.	1	2	3	4	5
1	2	3	4	5	6. Leading group discussions.	1	2	3	4	5

Your Present Competency Level					COMPETENCIES	Comptency Level Needed by Beginning Teachers				
None	Low	Ave.	Good	High		None	Low	Ave.	Good	High
1	2	3	4	5	7. Employing oral questioning techniques.	1	2	3	4	5
1	2	3	4	5	8. Reinforcing the learning process.	1	2	3	4	5
1	2	3	4	5	9. Providing remedial work for slow learners.	1	2	3	4	5
1	2	3	4	5	10. Upholding school standards of expected student behavior.	1	2	3	4	5
1	2	3	4	5	11. Formulating acceptable standards of student behavior for classrooms and laboratories.	1	2	3	4	5
1	2	3	4	5	12. Carrying out approved disciplinary action when warranted.	1	2	3	4	5
1	2	3	4	5	13. Encouraging students to exercise self-discipline.	1	2	3	4	5
1	2	3	4	5	14. Demonstrating manipulative skills.	1	2	3	4	5
1	2	3	4	5	15. Managing the agricultural mechanics laboratory.	1	2	3	4	5
1	2	3	4	5	16. Utilizing individualized instructional techniques.	1	2	3	4	5
1	2	3	4	5	17. Making student assignments.	1	2	3	4	5
1	2	3	4	5	18. Utilizing resource persons.	1	2	3	4	5
1	2	3	4	5	19. Presenting information with bulletin boards.	1	2	3	4	5

Your Present Competency Level					COMPETENCIES	Competency Level Needed By Beginning Teachers				
None	Low	Ave.	Good	High		None	Low	Ave.	Good	High
1	2	3	4	5	20. Presenting information with overhead projectors.	1	2	3	4	5
1	2	3	4	5	21. Presenting information with filmstrips or slides.	1	2	3	4	5
1	2	3	4	5	22. Presenting information with sound motion pictures.	1	2	3	4	5
1	2	3	4	5	23. Presenting information with audio recorders.	1	2	3	4	5
1	2	3	4	5	24. Presenting information with a video recorder or closed circuit television.	1	2	3	4	5
1	2	3	4	5	25. Presenting information with educational television.	1	2	3	4	5
1	2	3	4	5	26. Presenting information by computer-assisted instruction.	1	2	3	4	5
1	2	3	4	5	27. Presenting information with flip charts.	1	2	3	4	5
1	2	3	4	5	28. Presenting information with chalkboards.	1	2	3	4	5
					IV. Evaluation of Instruction					
1	2	3	4	5	1. Establishing criteria for student performance.	1	2	3	4	5
1	2	3	4	5	2. Formulating a system of grading which is consistent with school policies.	1	2	3	4	5

Your Present Competency Level					COMPETENCIES	Competency Level Needed By Beginning Teachers				
None	Low	Ave.	Good	High		None	Low	Ave.	Good	High
1	2	3	4	5	3. Appraising students performance in relation to performance objectives.	1	2	3	4	5
1	2	3	4	5	4. Devising self-evaluation techniques.	1	2	3	4	5
1	2	3	4	5	5. Formulating objective test items.	1	2	3	4	5
1	2	3	4	5	6. Formulating essay test items.	1	2	3	4	5
1	2	3	4	5	7. Devising laboratory performance tests and rating sheets.	1	2	3	4	5
1	2	3	4	5	8. Formulating items for an oral test.	1	2	3	4	5
1	2	3	4	5	9. Administering teacher-made tests.	1	2	3	4	5
1	2	3	4	5	10. Analyzing tests for reliability.	1	2	3	4	5
1	2	3	4	5	11. Analyzing tests for validity.	1	2	3	4	5
1	2	3	4	5	12. Reviewing student progress to assess effectiveness of instruction.	1	2	3	4	5
1	2	3	4	5	13. Formulating procedures for involving students in the evaluation process.	1	2	3	4	5
1	2	3	4	5	14. Seeking opportunities for self-evaluation of instruction.	1	2	3	4	5

Your Present Competency Level					COMPETENCIES	Competency Level Needed By Beginning Teachers				
None	Low	Ave.	Good	High	V. Student Vocational Organization	None	Low	Ave.	Good	High
1	2	3	4	5	1. Acquainting prospective members and their parents with the FFA.	1	2	3	4	5
1	2	3	4	5	2. Orienting students to the FFA.	1	2	3	4	5
1	2	3	4	5	3. Motivating students to join and participate in the FFA.	1	2	3	4	5
1	2	3	4	5	4. Assisting in the election and installation of FFA officers.	1	2	3	4	5
1	2	3	4	5	5. Conducting leadership training sessions for FFA officers.	1	2	3	4	5
1	2	3	4	5	6. Assisting students in developing a yearly FFA program of activities.	1	2	3	4	5
1	2	3	4	5	7. Assisting students to advance within the available FFA degrees.	1	2	3	4	5
1	2	3	4	5	8. Assisting students to apply for the various FFA proficiency awards.	1	2	3	4	5
1	2	3	4	5	9. Supervising FFA social and educational activities.	1	2	3	4	5
1	2	3	4	5	10. Publicizing FFA activities.	1	2	3	4	5
1	2	3	4	5	11. Assisting students with the financial management of the FFA.	1	2	3	4	5
1	2	3	4	5	12. Planning and organizing FFA fund raising activities.	1	2	3	4	5

Your Present Competency Level					COMPETENCIES	Competency Level Needed by Beginning Teachers				
None	Low	Ave.	Good	High		None	Low	Ave.	Good	High
1	2	3	4	5	13. Supervising the development of an FFA chapter scrapbook.	1	2	3	4	5
1	2	3	4	5	14. Keeping a history of the FFA chapter.	1	2	3	4	5
1	2	3	4	5	15. Evaluating the FFA.	1	2	3	4	5
1	2	3	4	5	16. Preparing state and national FFA reports.	1	2	3	4	5
1	2	3	4	5	17. Advising student entries in FFA contests.	1	2	3	4	5
1	2	3	4	5	18. Assisting with the development of rules and procedures for FFA contests.	1	2	3	4	5
1	2	3	4	5	19. Serving as an advisor or judge for FFA contests.	1	2	3	4	5
1	2	3	4	5	20. Participating in district, regional, state, and national FFA activities.	1	2	3	4	5
					VI. Supervised Occupational Experiences					
1	2	3	4	5	1. Assisting students with developing and planning appropriate enterprises.	1	2	3	4	5
1	2	3	4	5	2. Assisting students with developing an appropriate record keeping system for enterprises.	1	2	3	4	5

Your Present Competency Level					COMPETENCIES	Competency Level Needed By Beginning Teachers				
None	Low	Ave.	Good	High		None	Low	Ave.	Good	High
1	2	3	4	5	3. Making supervisory visits to students concerning their enterprises.	1	2	3	4	5
1	2	3	4	5	4. Identifying and selecting appropriate training stations for students.	1	2	3	4	5
1	2	3	4	5	5. Guiding students to realize the importance of conducting occupational experience programs.	1	2	3	4	5
1	2	3	4	5	6. Preparing students for training stations.	1	2	3	4	5
1	2	3	4	5	7. Integrating activities of training stations with classroom learning experiences.	1	2	3	4	5
1	2	3	4	5	8. Developing and utlizing training agreements with employers.	1	2	3	4	5
1	2	3	4	5	9. Placing students in appropriate training stations.	1	2	3	4	5
1	2	3	4	5	10. Assisting students in keeping and analyzing records.	1	2	3	4	5
1	2	3	4	5	11. Developing an appropriate student evaluation system for occupational experience programs.	1	2	3	4	5
1	2	3	4	5	12. Utilizing evaluative data to improve student occupational experience programs.	1	2	3	4	5